

IDAHO BUILDING CAPACITY PROJECT

SCHOOL/DISTRICT COHORT II APPLICATION

LAKESIDE HIGH SCHOOL

Lisa Kinnaman

Title I – A School Improvement Coordinator

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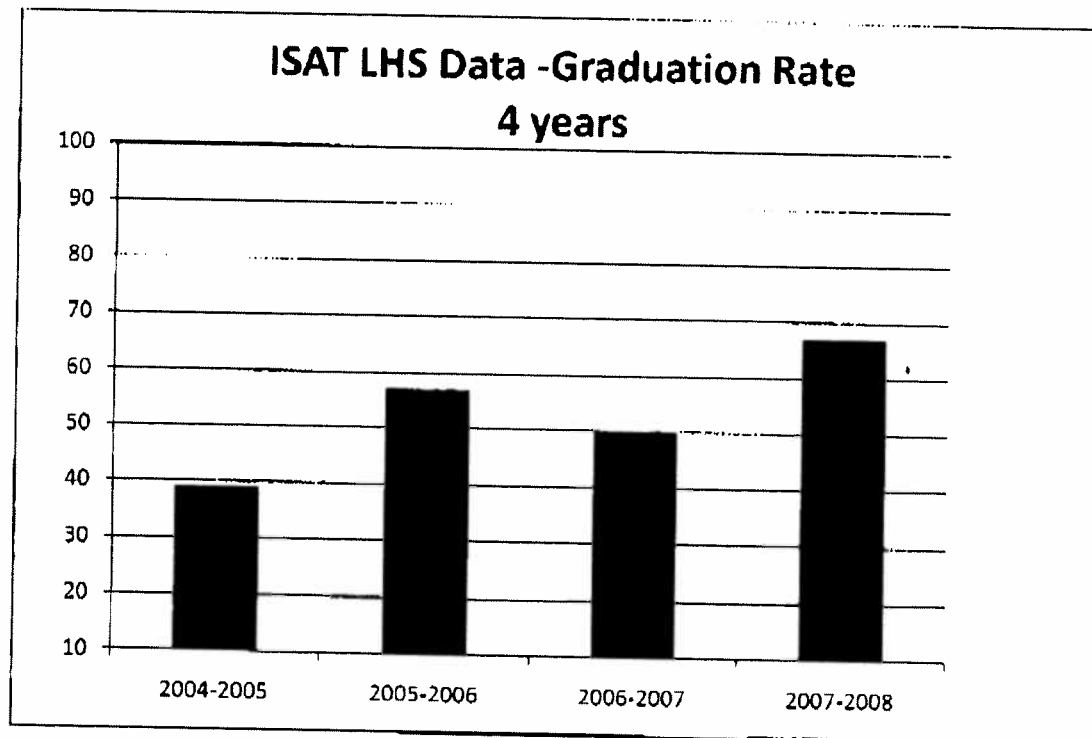
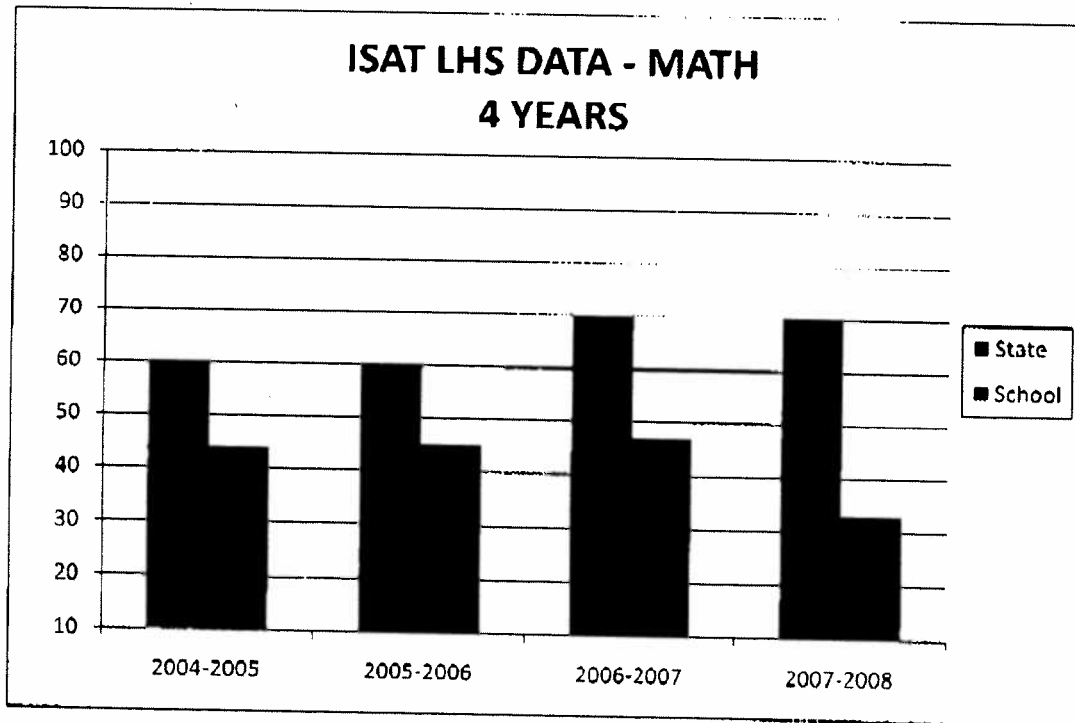
Due Date: October 31, 2008

Plummer/Worley Joint School District

**ISAT LHS DATA Spring 2008, 4 Year, and Fall
of 2008**

Reading, Math, Graduation Rate

Judi Sharrett, Principal
10/27/2008



Part 1: Idaho Building Capacity Project (2008-2009)

Lakeside High School
Principal, Judi Sharrett

1. Lakeside High School is in Year 4 of Needs Improvement according to NCLB. However, in Spring of 2008 we made AYP in reading at 78.38% proficiency, and our tenth grade ISAT testing this fall showed students at 86% proficiency in reading.

We are also in Year 3 of Needs Improvement in math at 32.43% proficiency according to the Spring of 2008 ISAT scores. However, our tenth Grade ISAT scores show 76% proficiency in math.

LHS successes are many including:

- Last year, LHS began a 30 minute daily Advisory component to assist students in academics, career pathways, and post-secondary planning.
- LHS will conduct Student Led Conferences this year.
- LHS is a regional leader in the Senior Project.
- LHS is using PLATO as the curriculum for credit retrieval. Credit retrieval is a class created to assist junior or senior student get on track towards graduation when the student previously failed 1 or more classes.
- Dual Enrollment classes on and off campus for eligible students.
- Cooperation with the Coeur d'Alene Tribal Wings program.
- A required 9th grade Transition Class designed to assist freshmen in study skills, career choices and to enhance academic success. Year 2008/2009 currently includes three 9 week Transition Classes focusing on Careers, Vocational Agricultural exploratory classes and a Study Skills class during the 9th grade student's first semester of high school.
- LHS retained all teachers for the 2008-2009 school year.
- As a Title 1 School Wide program, LHS received a \$50,000 grant for this school year.
- LHS collaborates with the Coeur d'Alene Tribal Department of Education by offering a JOM teacher, University of Idaho tutors and Special Education resources services to provide quality assistance to students on a regular basis.

- LHS provides study tables for all students 2 to 3 times a week after school.

LHS challenges include the following:

- An at-risk student population
- Drugs and alcohol
- Ongoing lack of motivation on the part of students
- Inconsistent to no community support
- 15% special education rate
- 80% free and reduced lunch (last spring)

Continued plans for addressing AYP include cooperating with a district math alignment project (K-12), and finishing 5-days of literacy training in order to facilitate reading in the content area. Unfortunately the person from the University of Idaho solicited to work with us on the math project has "dropped out of sight". In addition, due to challenges with the district budget, my job as Federal Programs Director/Professional Development/Special Education was terminated, and I became the High School Principal/Special Education Director beginning this year. The outcome is it is hard this year to get and keep a handle on district professional development as Title 1, Title VII, Professional Development, Special Education and Title 1 were absorbed into the principal positions.

2. I would like to work with the capacity builder as a principal/staff mentor to accomplish the following things:
 - Begin to understand how to implement the 3-Tier model of instruction and RTI at the high school level
 - Help train teachers in the 3-Tier model of instruction and RTI, or assist in acquiring appropriate training
 - Assist in coaching teachers in building literacy strategies in the classroom
 - Work with staff to understand how to build motivation in our students without enabling
 - Assist in positive, "non-enabling" strategies to help us increase the graduation rate
 - Better data collection and interpretation
 - Building sustainability

3. Once I find out if the school will receive a Capacity Builder, I will discuss it with staff in order to inform as well as to get their ideas. I fully believe staff would be positive about having a Capacity Builder in the building as long as they have enough information regarding the role of the person.
4. I would expect greater capacity as a school in the areas outlined in question 2.
5. We should be selected because we are a small rural district with limited resources and unlimited challenges.

Idaho Building Capacity Project

School / District Application

PART III: Required Application SignaturesJodi Shumett

Principal

10/29/08

Date

Greg W. Olsen

Superintendent

10-29-08

Date

Tim R. Dunn

School Board Chairman

10-29-08

Date

PART IV: Performance Agreement

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement returned to participating schools and districts.

The District agrees to:

- Spend the entirety of the IBC grant award (\$38,000) in contracted services with an approved IBC provider.
- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Provide a plan as to how the local School Board will be engaged in the IBC project.
- Support principal(s) in creating change that will align with the district vision and result in increased student achievement.
- Provide executive sponsorship by establishing the IBC project as a high priority of the district.
- Appoint a district project contact that will oversee and coordinate the work of the IBC project and school / district leaders (strategic planning, communication, project details, progress monitoring, etc.).
- Support the administration of the required staff survey from CEE and the optional student and parent surveys from CEE.

Ge. W. Olsen
Superintendent

10-29-08
Date

Tim R. Olson
Chairman of the School Board

10-29-08
Date

District Leadership Team*

Date

The School agrees to:

- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Lead change that will result in increased student achievement.
- Establish the IBC as a high priority of the school.
- Promote staff participation in IBC activities.
- Administer the required staff survey from the Center for Educational Effectiveness (CEE) and the optional student and parent surveys from CEE by the end of January (surveys will be provided through the Regional Support Centers).

Judi Sharrett
School Principal

10/29/08
Date

School Leadership Team*

Date

* Signature Not Required